SPSA 2019-20

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Escalon Unified District

Dent Elementary

Local Board Approval Date:	**10/01/2019**
Schoolsite Council (SSC) Approval Date:	**09/19/2019**

CDS Code:	39685026041792
Principal:	Anthony Varni
Superintendent:	Ron Costa
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SchoolCity.

» PURPOSE AND DESCRIPTION

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

N/A

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

N/A

» STAKEHOLDER INVOLVEMENT

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update.

Members of the Dent Elementary School Site Council which consists off certificated teachers, parent/shareholder representatives, classified staff, and administration met and reviewed the completed SPSA draft at the start of the 2019-20 school year, to review progress of goals prior before submitting it to the EUSD school board of education.

» RESOURCE INEQUITIES

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

Goals, Strategies, Expenditures, & Annual Review

» GOAL 1

Goal Area: LCAP Priority 1 - Basic Services; LCAP Priority 2 - Implementation of State Standards; LCAP Priority 7 - Course Access

Goal Title: Provide the necessary resources and staffing to make all students career and college ready

LEA Goal:

- Provide the necessary resources and staffing to ensure all students are career and college ready.

State Priorities:

- 7 - Course Access
- 1 - Basic Services
- 2 - Implementation of State Standards

LCAP Goal:

- Provide the necessary resources and staffing to make all students Career and College Ready

Identified Need:

Goal Statement:

By the end of the school year, Dent Elementary School will provide a variety of professional development activities to all instructional staff, participate in development of Professional Learning Communities (PLC), upgrade technology resources, upgrade classroom safety kits, support Math Expression curriculum, and new ELA adoption HMH Journeys.
What data did you use to form this goal (findings from data analysis)?

An extensive range of metrics related to student performance, climate, facility, and curricular needs. (e.g. prior year CAASPP adopted materials, STAR Benchmarks, AIMSweb Plus, ELAC, FIT, staff/parent surveys, etc.) Through this review process, the leadership team identified three primary areas of focus that formed the basis of the above stated goal.
Group data to be collected to measure gains:

Site leadership will monitor and evaluate staff professional development using collaboration and minimum day teacher agendas. Technology upgrades will be evaluated through student to device ratios, infrastructure upgrades, (e.g. bandwidth, wireless access), and increased access of instructional technologies for site staff.
What did the analysis of the data reveal that led you to this goal?

Specific to this goal, this analysis indicated that additional professional development was needed to make the Dent Instructional staff better prepared to meet the instructional shifts required by CCSS. With lack of standardized formative and summative data, and other specific performance measures, the site will develop common formative assessments to monitor student achievement that are aligned through the Professional Learning Community (PLC) process. The technology demands required by the CCSS require upgrades of technology for the site.

Essential Program Components								
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓		✓	✓	✓	✓	✓

STRATEGY/ACTIVITY 1

Strategy Title: Technology Skills for Students
Students to be Served by this Strategy/Activity:
Strategy/Activity:

Task:

- Students will improve typing skills by using typing software
- Students will use Scootpad and or other supplemental instructional programs to help them learn Common Core Math Standards
- Accelerated Reader Renaissance Learning
- 1:1 devices for 2nd grade
- 1:1 devices for 1st grade
- Increase the amount of Kindergarten/ TK devices

Measures:

Student and teachers will monitor student progress towards classroom and individual goals.

People Assigned:

Classroom teachers, aides, parent involvement, administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Software or Hardware	$15,980.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Scootpad/ Supplemental Education Programs	$6,437.00

STRATEGY/ACTIVITY 2

Strategy Title: Provide professional development for all instructional staff

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Provide all teachers a minimum of 2 grade level collaboration days for professional development. (Collaboration Days)
- Provide all teachers 12 minimum days for site and district collaboration with grade level peers. (Minimum Days)
- Provide an additional 6 days minimum of PLC collaboration as a school site for grade levels to come together and collaborate.

Measures:

Agenda, sign in sheets, and teacher feedback

People Assigned:

District instructional coaches, administrators, and participating teachers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Professional Development	$10,620.00

Source	Budget Reference	Amount
ESSA: Title II, Part A, Teacher Quality	District Coaches for Teacher Support	$79,177.00
ESSA: Title III, Limited English Proficiency (LEP) Student Program	District Coaches for Teacher Support	$7,921.00

STRATEGY/ACTIVITY 4

Strategy Title: Provide technological infrastructure that meets demand of 21st Century Learner

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:
- Continue to add technology to primary grade levels
- Infrastructure upgrades (e.g. bandwidth, wireless access)
- Increased access of instructional technologies to staff
- District will provide additional Tech support and training to staff

Measures:
- Kindergarten to 1st grade continue to add devices as needed, 1:1 ratio in grades 3rd-5th; Implementation of 1:1 devices in 2nd grade.
- Teacher/student use observed by administration walk through
- Technological surveys/ communications with classroom teachers.

People Assigned:
District Technology Technicians, administrators, and teachers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Bandwidth, technology in the classroom	$2,000.00

STRATEGY/ACTIVITY 5

Strategy Title: Resources to support the demands of Common Core State Standards

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:
Classrooms will be provided with:
- ELA materials
- Math materials
- Science/Social Studies materials

- TOPS science program
- Mystery Science

Measures:
- Grade level teacher needs for students
- RTI data collection
- Williams Act Walk
- TOPS meetings with SJCOE coordinator and program teacher.

People Assigned:
Teachers
Administrators
Curriculum Office

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Materials and Supplies	$6,731.00
Lottery: Unrestricted	Materials and Supplies for CCSS	$2,126.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Materials and Supplies	$10,001.00

STRATEGY/ACTIVITY 6

Strategy Title: Enrichment Programs and Student Participation Incentives
Students to be Served by this Strategy/Activity:
Strategy/Activity:

Task:
Provide students the opportunity to take part in after school clubs and activities that build on their everyday classroom instruction. (Science Olympiad, Running Club, Math Facts Incentives, Lego Club, Red Ribbon Week ect.)
Measures:
- Parent/teacher permission slips
- Student participation
- Parent/teacher/student feedback
- Informative documentation pertaining to clubs and incentives

People Assigned:
Classroom teachers, instructional aides, parents, administrators,

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Student Club Materials	$1,000.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of strategies designed to reach the various goals stated in previous SPSA plans had mixed success based on CAASPP student assessment from the spring of 2019. Students in different grade levels showed a mixture of improvement in both ELA and Math scores. However, ELA and Math CAASPP scores for Dent students remain generally lower than their counterparts at either of the other EUSD elementary schools. Despite previous efforts to improve student academic performance as measured by the CAASPP, data analysis suggests that only some progress was made. Continued efforts to expose students to CAASPP practice exams and use Aimsweb assessment data to guide instruction and provide targeted RTI for students in need of additional supports will be necessary.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In alignment with the district PLC framework, teachers will develop district-wide guaranteed standards and common formative assessments designed to answer the primary questions posed within the PLC process: 1. What do we want students to learn? 2. How will we know they have learned? 3. What will we do if students do not learn? 4. What will we do when students have learned? Formulation of district-wide guaranteed standards will provide a focus to instruction and common formative assessments will enhance teachers' ability to examine assessment data within cohorts of students, leading to improved instruction designed to target specific student needs, and resulting in increased student achievement.

» GOAL 2

Goal Area: LCAP Priority 4 - Pupil Achievement; LCAP Priority 8 - Other Pupil Outcomes

Goal Title: Provide a rigorous academic program accessible to all students.

LEA Goal:

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

State Priorities:

- 4 - Pupil Achievement

- 8 - Other Pupil Outcomes

LCAP Goal:

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

Identified Need:

Goal Statement:

By the end of the school year, Dent Elementary will increase academic rigor by implementing teacher to teacher observation (peer coaching) opportunities, teacher professional development on ELA curriculum Journeys/ Math Expressions, differentiating instruction strategies shared by grade levels, and continued support to staff through the PLC process.

What data did you use to form this goal (findings from data analysis)?

This goal has been formed to help enhance teachers and support staff to implement the Common Core State Standards which steamed from teacher conversations pertaining to student success.

Group data to be collected to measure gains:

Attendance at CCSS professional development/PLC professional developments for staff and support staff and administrations classroom observations. Grade level PLC agendas outlining student data and successes within the classroom in regards to assessments and achievements.

What did the analysis of the data reveal that led you to this goal?

Teacher and support staff needs.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓		✓	✓		✓		

STRATEGY/ACTIVITY 1

Strategy Title: Increase the rate of language acquisition for English Learner students

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:
- English Language Development instruction blocks will be built into the instructional day for students K-5. This instruction will be based on the ELD standards and will consider the language levels of participating students.
- Teachers will provide explicit direct instruction of academic vocabulary in all content areas.
- GLAD strategies

Measures:

Progress toward English proficiency as measured by: teacher assessments, Read 180 data, Aimsweb and ELPAC scores.

People Assigned:

Classroom teachers, instructional aides, instructional coaches, specialists, and administration.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Materials and Supplies	$1,600.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Instructional Aides for Intervention	$35,062.00

STRATEGY/ACTIVITY 2

Strategy Title: Response To Intervention (RTI) Programs

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- SRA/ Reading Mastery
- Journeys Intervention component
- Push in/Pull out model for supplemental Math instruction, Sonday instruction, Journey's intervention component
- Read 180 and System 44

Measures:

- Aimsweb, Teacher progress monitor, Curriculum based assessments, Student Success Team Online, Student Individual Education Plans, STAR Reading and Math assessments

People Assigned:

Teachers, resource specialists, instructional aides, administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Instructional Aides for Intervention	$35,062.00

STRATEGY/ACTIVITY 3

Strategy Title: Tutoring for underperforming students

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

* Before or after school tutoring, "Early Bird University," based on teacher recommendations and grade level availability.

Measures:

* Teacher assessment

* Student growth/progress

* AIMSWEB scores

People Assigned:

Classroom teachers, aides, administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Tutoring	$12,035.00

STRATEGY/ACTIVITY 4

Strategy Title: GLAD Instruction

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

Dent teachers will implement GLAD strategies in providing instruction to all students.

GLAD trainings/refresh opportunities for teachers provided by Education Coaches.

Measures:

Observation of lessons, classroom assessments, Administration walkthrough, and surveys

People Assigned:

Administrators, teachers, District Ed. Coaches

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA: Title III, Limited English Proficiency (LEP) Student Program	Instructional Coaches	$2,633.00

STRATEGY/ACTIVITY 5

Strategy Title: Staff will use district instructional norms to increase fluency and learning

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers will use research based instructional objectives identified by the district, checks for understanding during instruction, and engagement strategies (Depth of Knowledge) to increase opportunities for student learning.

- Teachers will hold students accountable to school wide expectations to answer in complete sentences.

- Teachers will provide sentence stems and frames to help students gain fluency.

- Teachers will inform their instruction based on PLC collaboration data analysis

Measures:

Principal observation and teacher observation of students during classroom instruction

<mark>PLC grade level agendas provided by teachers</mark>

People Assigned:

Administrators, teachers, and instructional coaches.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Professional Development	$6,211.00

STRATEGY/ACTIVITY 6

Strategy Title: Differentiation and Intervention

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Provide direct instruction on phonemic awareness and early reading skills in grades K-2, by using SRA Reading Mastery and Journeys curriculum.

- Tier I small group instruction, in class.

- <mark>Tier II and III intensive interventions as push-in programs with teacher/aides/intervention specialists. This will address specific ELA and Math needs of students.</mark>

- Implement School Wide Positive Behavior Intervention Services (PBIS)

Measures:

Curriculum-based assessments, Aimsweb, and various teacher assessments will be used to monitor student progress. Continued use of PBIS reference packet for all staff. Revisit environment expectations as needed to ensure students are Respectful, Responsible, and Ready in all phases of our campus.

Create new/updated visual PBIS expectation posters for students to reference on campus for frequent reference.

People Assigned:

Teachers, resource specialists, administrators, instructional assistants, PBIS team

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Materials and Supplies	$2,550.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Equipment agreements, contracted services, maintenance, repair	$2,000.00

STRATEGY/ACTIVITY 7

Strategy Title: PLC Collaboration

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

In alignment with district level PLC goals, teachers will collaborate in grade level teams to formulate guaranteed standards and common formative assessments for all students.

Measures:

Teacher PLC Meeting Agendas

Student Assessment Data

Development of Guaranteed Standards and Formative Assessments by grade level.

People Assigned:

District and site administration, classroom teachers, office staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Substitute Teachers for Teacher to Teacher Classroom Observation Time	$8,000.00

STRATEGY/ACTIVITY 8

Strategy Title: Mental Health and PBIS

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Students and staff will have access to mental health education and strategies that will continue to nurture and bring awareness to student mental health related issues. Increasing awareness by adding student books in our library for resources of how to cope with the different mental health stressors is a focus under this strategy. Bringing additional support and education to our student body of the needs of their peers that have mental health stresses via assembly to raise awareness will help provide an academic program accessible to all of our students.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Centralized-Title IV ESSA		$6,332.00

» GOAL 3

Goal Area: LCAP Priority 3 - Parent Involvement

Goal Title: Enlist all stakeholders to create learning environments that are effective and engaging

LEA Goal:

- Enlist all stakeholders to create learning environments that are effective and engaging.

State Priorities:

- 3 - Parent Involvement
- 6 - School Climate
- 5 - Pupil Engagement

LCAP Goal:

- Enlist all stakeholders to create learning environments that are effective and engaging.

Identified Need:

Goal Statement:

Dent staff will reach out to all parent groups to encourage active participation in their child's learning and the school environment as a whole.

What data did you use to form this goal (findings from data analysis)?

Parent attendance rates at Back to School Night, parent surveys, Parent-Teacher conferences, Open House, and other school-based functions.

Group data to be collected to measure gains:

Parent attendance and attendance at family nights

What did the analysis of the data reveal that led you to this goal?

The data showed that we are doing a thorough job with parent involvement but need to offer more opportunities/activities to involve families in the educational process.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓								

STRATEGY/ACTIVITY 1

Strategy Title: Family Events

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

We will provide enrichment events where parents can be informed, as well as promoting learning together through interactive methods. Examples include: Adult English Classes, Jump-a-Thon, Jog-a-Thon, Celebrate Reading Night, Science Night, Family, Math Night, Young Authors, College and Career Day. As well as traditional parent events such as Open House and Parent-Teacher conferences.

Measures:

Sign in sheets for participation rates, staff and parent feedback,

People Assigned:

School staff, administrators, parents, third party companies

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Materials and Supplies	$550.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Personnel	$1,000.00

STRATEGY/ACTIVITY 2

Strategy Title: Stakeholder Involvement

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:
- We will encourage parent participation in parent teacher organization, School Site Council (SSC) and English Language Advisory Committe (ELAC).
- Improved communication to parents through regular newsletters, Aeries communications, and regular website updates.
- Foster a welcoming and respectful school climate through the Three R's: Respectful, Responsible, Ready to Learn which is outlined through our student expectations within the PBIS model.

Measures:

* Regular attendance and participation in formal committees/councils,

* Parent feedback

* District Communication Survey

People Assigned:

Parents, teachers, administrators, School Site Council members, English Language Advisory Council members, PTO members, office personnel

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Parent Involvement	$750.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Equipment agreements, contracted services, maintenance, repair	$1,000.00

STRATEGY/ACTIVITY 3

Strategy Title: Translation Services

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:
Bilingual staff will be used effectively to provide Spanish translation both in written documents, Aeries Communications, and in face-to-face communication.

Measures:
Records of bilingual personnel extra services and regular time sheets, increase in participation/communication between Spanish-speaking parents and the school

People Assigned:
Bilingual staff, administration, office staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Translation, Event Support Staff	$2,000.00

STRATEGY/ACTIVITY 4

Strategy Title: Anti-Bullying/ Student Engagement/ PBIS Assemblies and Conversations
Students to be Served by this Strategy/Activity:
Strategy/Activity:

Task:
School wide Anti-bullying assembly will be provided in the Fall to go with our positive Mind-Set message for our campus. Other encouraging and supportive assemblies will be provided throughout the year to promote a safe/bully-free campus. (B-Street Theater, Omega-Man Anti bullying, Kevin Bacey) Administration will put on PBIS interactive assemblies for students to engage in expectations conversations. These administrative lead assemblies will allow grade level teams to collaborate within their PLC team.

Measures:
* Student participation
* Teacher Feedback
* Amount of disciplinary actions reduced.

People Assigned:
All stakeholders
* Administration
* Teachers
* Students
* Office Personnel
* Parents/ guardians

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Anti-bullying assembly	$1,733.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of the strategies/activities was based
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

» BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$209,857.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$260,511.00

» OTHER FEDERAL, STATE, AND LOCAL FUNDS

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation ($)	Expenditure ($)
0 - Unrestricted	$34,746.00	$34,746.00
3010 - ESSA-Title I, Part A, Basic Grants Low Income and Neglected	$120,126.00	$120,126.00
4035 - ESSA: Title II, Part A, Teacher Quality	$79,177.00	$79,177.00
4203 - ESSA: Title III, Limited English Proficiency (LEP) Student Program	$10,554.00	$10,554.00
Allocated subtotal of consolidated federal funds for this school:		$244,603.00
Expenditure subtotal of consolidated federal funds for this school:		$244,603.00

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)	Expenditure ($)
1100 - Lottery: Unrestricted	$9,576.00	$9,576.00
4127 - Centralized-Title IV ESSA	$6,332.00	$6,332.00
Allocated subtotal of state or local funds included for this school:		$15,908.00
Expenditure subtotal of state or local funds included for this school:		$15,908.00

Allocated total of federal, state, and/or local funds for this school:	$260,511.00
Expenditure total of federal, state, and/or local funds for this school:	$260,511.00

» SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Anthony Varni	Principal	(209) 838-7031	09/19/2019
Mayra Bravo	Other School Staff	(209) 838-7031	09/19/2019
Lance Rockwell	Classroom Teacher	(209) 838-7031	09/19/2019
Rebecca Head	Classroom Teacher	(209) 838-7031	09/19/2019
Rachelle Soares	Parent or Community Member	(209) 484-6135	09/19/2019
Julie Devine	Parent or Community Member	(209) 719-0484	09/19/2019
Melissa Wright	Parent or Community Member	(209) 277-7329	09/19/2019
Brittani Baker	Parent or Community Member	(209) 380-8125	09/19/2019
Melissa Arata	Parent or Community Member	(209) 804-9192	09/19/2019
Debbie Parks	Classroom Teacher	(209) 838-7031	09/19/2019

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0

» RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:

09/19/2019

Attested:

Anthony Varni		
Typed name of School Principal	Signature of School Principal	Date

Rebecca Head		
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

» ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

Data from current assessments, Aimsweb, ELPAC tests, and STAR Reading and Math, are used to determine instructional effectiveness, identify students for intervention services, and to inform professional development needs. Teachers are collaborating with grade level partners and vertically with other grade level staff to discuss ways to improve student performance. Teachers also monitor progress and identify students in need or intensive and strategic interventions, at grade level, approaching grade level standards, and advanced students who need extra challenges.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

Dent teachers use current assessments to make instruction decisions to improve student performance and achievement. Three times each year all students are screened for reading fluency using the AimsWeb assessment to examine progress in reading. STAR assessments will be conducted three times a year to monitor student growth in the areas of Reading and Math. From this data, teachers identify students in need of interventions and monitor intervention progress, collaborate with other teachers to improve instruction, and district and site staff identify areas of need for professional development and coaching.

Status of meeting requirements for highly qualified staff (ESEA):

All Dent teachers and staff are highly qualified, as outlined by NCLB. Teachers are not teaching outside their credential area.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

 Not applicable

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

- Provide the necessary resources and staffing to make all students Career and College Ready

All teachers regularly receive trainings that are aligned with Common Core State Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

- Provide the necessary resources and staffing to make all students Career and College Ready

Staff development activities center around the assessed learning needs of our students and identified professional growth needs for our teachers determined by the PLC process. Staff development emphasizes the transition to Common Core State Standards and new methodologies required for instruction. Additionally, our district continues to focus on institutionalizing GLAD strategies in all classrooms and providing ongoing coaching and classroom opportunities. District-wide essential practices are being implemented and refined, K-12. Differentiated instruction across curricular areas and programs continues to be an area of focus of our staff development, as does equipping classrooms with technology sufficient for enhancing instruction and student utilization.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

- Provide the necessary resources and staffing to make all students Career and College Ready

All teachers have access to work with our district coaches and are provided with high quality professional development/collaborations throughout the school year. These grade level collaborations take place through the 12 district minimum days; each grade level has the option of collaborating twice a year towards grade level content needs and planning purposes.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

- Provide the necessary resources and staffing to make all students Career and College Ready

Formalized district grade level collaboration days will follow the PLC model, be student data driven, and cover all content areas. Additional collaboration opportunities occur during minimum days and at staff meetings. The primary focus of minimum day collaborations this year is centered around collaboration within a PLC model, the identification of Essential Standards by grade level, and for the continued implementation of Common Core State Standards. Teachers also meet informally for collaboration and cooperative lesson planning.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

All curriculum used at Dent School for core instruction has been board adopted and is State-approved for its alignment with Common Core State Standards for all K-5 Students.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

Dent teachers adhere to the recommended instructional minutes for language arts and mathematics at all grade levels.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

Teachers pace their ELA and Math according to the needs of their students. Some lessons may take longer than anticipated. Intervention services take place during non core instructional times. Grades 4th and 5th grade intensive students receive Read 180 and /or system 44 during the morning and afternoon language arts block.

Availability of standards-based instructional materials appropriate to all student groups (ESEA):

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

Texts and all instructional materials are of adequate quantity for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

All instructional and intervention materials are standards-aligned in all classrooms.

Services provided by the regular program that enable underperforming students to meet standards (ESEA):

The District adopted Journeys ELA series and Math Expressions math program provide materials for differentiated instruction which all teachers have in their classrooms. Journeys provides reading selections for strategic, on grade level and challenge materials for above grade level which teachers use during universal access. Using GLAD strategies many teachers are making the curriculum more accessible to students from subgroup populations, while giving them the opportunity tot receive instruction in an active, language rich environment. ELD programs are supporting vocabulary development for all students. "Early Bird University," a before school tutoring program, is offered by select grade levels in the areas of Reading, Math, and ELD.

Research-based educational practices to raise student achievement at this school (ESEA):

All teachers have received training in the Guided Language Acquisition Design family of instructional strategies which increase our student's rate of acquisition of academic language. Staff have been instructed and trained to write and use a common instructional objective format during lessons. They have been trained to use a variety of checks for understanding after teaching skills and concepts as well. Teachers use assessments and benchmark data to make instructional decisions and seek interventions for needy students. Teachers regularly use school's Positive Behavior Intervention Strategies (PBIS) strategies to encompass the expectations of our students being Respectful, Responsible, and Ready to Learn. A

minimum of one teacher per grade level, along with administration, have been trained in the Professional Learning Community model (PLC).

Resources available from family, school, district, and community to assist under-achieving students (ESEA):

Dent is fortunate to have actively involved parents, the support of a strong Parent-Teacher Organization, a district school counselor and other specialists that can share instructional strategies with teachers to assist our students that are below proficient. Teachers are also readily available to offer at-home support strategies for struggling students. Instructional aides assist students and teachers during the school day to provide small group and individual reteaching and remediation. A Student Study Team meets on a regular basis to provide support for students who need extra support to meet standards as well as target positive attendance patterns. Adult ESL classes are provided in conjunction with Modesto Junior College, to provide our families another way to increase involvement. Monthly newsletter *Home and School Connection*, provides information to help implement successful strategies for all students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

- Enlist all stakeholders to create learning environments that are effective and engaging.

All parents are invited to School Site Council meetings are held periodically (4) throughout the school year before or after school at Dent, when the program planning and implementation are discussed.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

- Provide the necessary resources and staffing to make all students Career and College Ready
- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

Teachers collaborate to improve instruction and monitor student achievement supported by substitute release paid by the Title I program. Title I pays for the use of instructional aides in the classroom, and students are getting one on one help or assistance in small flexible groups by a paraprofessional or by the teacher as a result. EL students receive language intervention for the structure of oral language in English through ELD instruction by general education teacher. Parent nights where staff teach parents how to help their children learn are funded by parent participation funding through Title I.

Fiscal support (EPC):

Dent School receives the following support for the programs we implement at the school: Title I Basic Grant Low Income, Title II Staff Development, Lottery, District Unrestricted Supplemental Funds, and other local sources such as donations from our school community and parent groups.